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THE ELEMENTARY SCHOOL TEACHER AND COURSE OF STUDY

JUNE, 1902

In Memoriam.

COLONEL FRANCIS WAYLAND PARKER

LATE DIRECTOR OF THE SCHOOL OF EDUCATION,
UNIVERSITY OF CHICAGO.

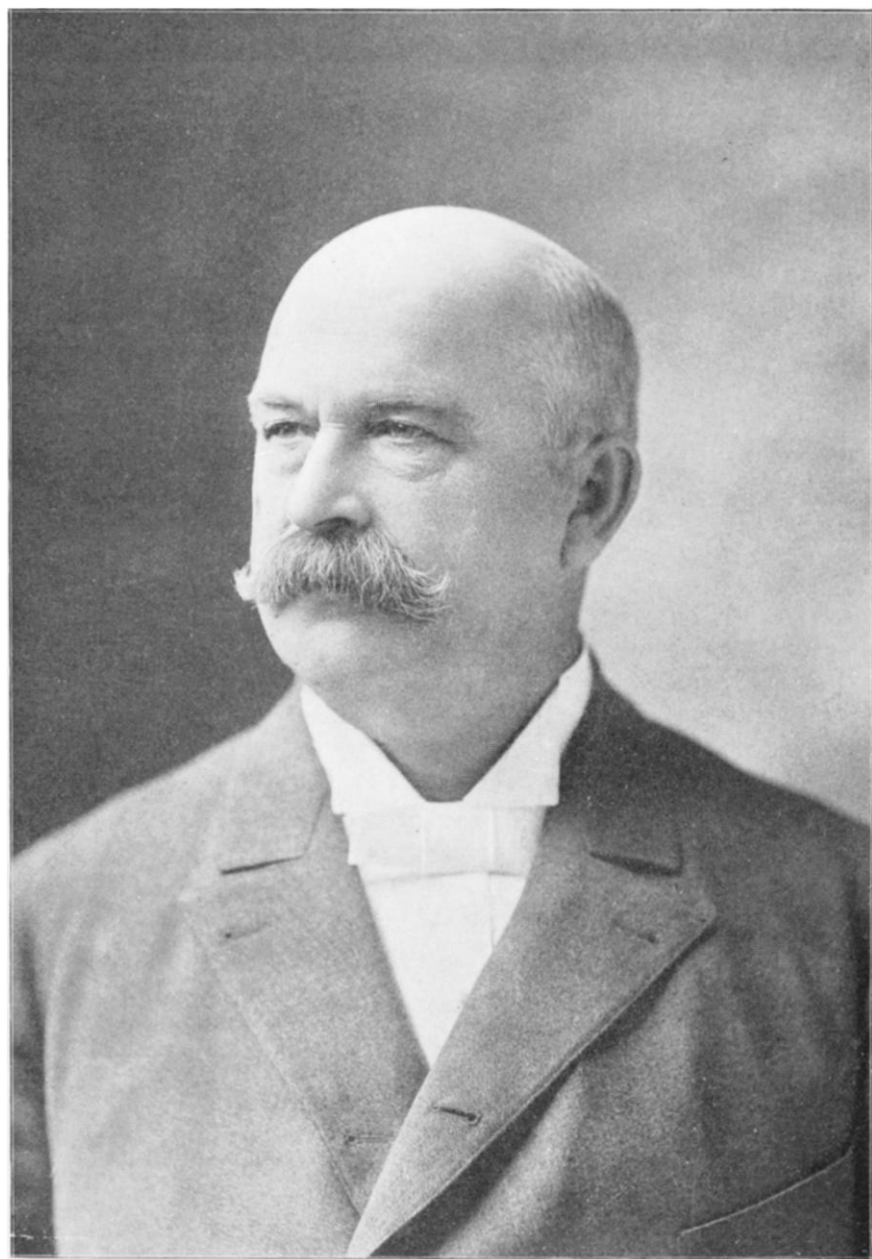
ADDRESSES DELIVERED AT THE SERVICES HELD
AT THE UNIVERSITY, MARCH 6, 1902.

BY PRESIDENT WILLIAM R. HARPER.

MANY lives contain tragedies greater and sadder than the tragedy which marks the end; but in the life that has just closed, so far as I know it, the greatest tragedy has been that in which it ended.

The life of our friend was never a smooth one, as lives go. With his temperament, it could not have been expected to be smooth; but, on the other hand, it was not an unhappy life, nor was it one devoid of meaning to himself and to his friends. Few men, probably, have found greater satisfaction in life; for it was his determined purpose to make of it as much as possible—a purpose the execution of which assisted many and injured none.

The Colonel's life was a varied one. As soldier, student, teacher, as leader, administrator, and thinker, he filled at various times positions of high responsibility. There was a certain brusqueness in his voice and manner which some, perhaps, did



Francis W. Parker

not understand, and with which they were not in sympathy; but even those who were in the outer circle of his acquaintanceship knew that this was only an external physical expression which did not represent his heart.

To me he seems to have been rather a prophet than a philosopher. The courage and the strength which he expended in fighting for the highest ideals of educational work, against opposition and in the midst of difficulties, marked the prophetic character. His singleness of purpose and his devotion to the cause he held so dear were most striking; but to those who knew him they were only natural. His mind was alert and always vigorous, widely interested and full of vision. His greatest strength lay in the wonderful power given him to sympathize with others; to enter into and to appreciate the experiences of others.

His love for children was extraordinary, and this single factor controlled his thinking and his life. Nor was it love for children in the abstract. The satisfaction with which he studied the growth and development of a particular child, the interest manifested in each individual, were the truest expression of the joy and gladness which seemed to fill his soul in its close communion with child-life. These, at all events, were some of the strong peculiarities of this, our friend, who has been taken from us.

I can see him now, as he sits with his hands crossed, listening with supreme delight to the expressions of child-thought, one following the other, each illustrating some phase of the child-nature. I can hear him now, speaking strongly and enthusiastically of the possibilities of child-work; of the greatness and the nobility of the profession of child-culture. And I remember how, during the last months, his whole soul seemed to be centered on the thought and the conception of the buildings for the School of Education. How he waited; so long and so patiently; always ready to sacrifice the present for the sake of a higher ideal to be realized in the future.

He was a man of superb idealism, unmindful of the present, provided that there seemed to be promise of a greater future;

never moved by motives of expediency, but holding out before himself, as well as those associated with him, a high and splendid ideal toward the realization of which he made the most earnest effort; and in this is found the tragedy of the situation.

It was the realization of his most extravagant hopes when a broad-minded woman came to his assistance and placed within his reach the means with which to carry out his long-cherished plans. How unexpected, how generous; what possibilities it furnished! And then came the union with the University, which, to him, signified broader lines and still greater possibilities. The building plans revised and enlarged—his interest in it all, and his devotion to it all; through these months—the tender and sympathetic regard of the old trustees—every care being taken to secure for him and his work the most favorable environment; and, at the same time, his peculiar and deep appreciation of the favor and courtesy thus extended to him; and now he is gone, while the work is hardly begun. Three more years and he could have died in peace, with all his efforts rewarded, his ideas formulated, himself seeing the walls of the magnificent group of buildings which are to be the outgrowth of his thinking and his work. Could anything be more sad? And yet he turned the soil for these buildings last June, and he spoke the first words uttered upon the grounds of the great school which through all the years will bear the stamp of his influence. Could we have known that day what was to be, how even more solemn and significant the occasion would have seemed!

BY ALBERT G. LANE,

District Superintendent, Public Schools, Chicago.

COLONEL PARKER came to the Cook County Normal School at a time when there was a rapid growth in this city and county, and when about three hundred teachers were needed annually to supply the increased demand and to take the places of those who retired from the service. This demand brought many experienced teachers here who availed themselves of the privilege of attending the normal school and of acquiring a knowledge of the principles and practices of the "new education" as enunci-

ated by Colonel Parker. The high-school graduates who desired to teach in the county were required to take one year of professional training before they could become teachers. From the beginning of his work in this county he strongly molded and influenced the ideas, the motives, plans, and methods of all who came under his instruction. Nearly every graduate of his school commenced teaching with high ideals of the teacher's mission and a quickened power to arouse in children a keen, natural interest in any work which was undertaken. His graduates became observers and students of child-nature. They sought to lead the unfolding powers of childhood into channels of activity that would make them observant of things, their relations and uses. They gave new life to the child's efforts by opening up various forms of constructive work, by making drawing a delight to children as a language for expressing thought. They made the study of geography full of intense interest by the lessons in science, by visiting and observing the surrounding country, by examining and studying the products of the soil, their growth, and the changes necessary to convert them to man's use.

His graduates learned to make reading a great means of growth and culture, relating it to some subject or object which was of attractive interest, something which the child was anxious to know. Many books furnishing information were brought into the schoolroom, and the children learned to use them. History, no longer memorized by the page, was made a delight to children as they read stories of the children of other lands, their dress, customs, and homes; of men's travels and achievements; of their struggles to build a nation where each citizen should have a chance to develop all that was highest and best in him.

Colonel Parker impressed his graduates with the value of each life as a factor in building up and maintaining the social well-being of any community. The central thought of all his teaching was mutual responsibility and freedom of the individual to come to a knowledge of truth. Truth frees from bondage. His graduates were trained to ally themselves to all public movements for the common good in the places where they taught. The people were brought to feel that they had a part in the life

of the school. Old and young were frequently brought together and made conscious of the necessity of unity in all true growth and advancement.

I will not attempt to enumerate all the changes that have grown into our educational work as the result of Colonel Parker's labors during the last seventeen years. During that time about twelve hundred teachers have been graduated, and many others have taken partial courses, have studied his principles of education, and adapted many of his methods. The schools of Chicago and Cook county bear the evidences of more rational developing and inspiring work with the children. Their lives have been made brighter by the transforming influences of wiser, better teaching.

Colonel Parker's work and influence have not been confined to this vicinity. In those great annual institutes which were held, averaging for several years from five to six hundred teachers, he found opportunities to set forth higher standards of education. His writings on education have been read and studied, and their suggestions put into practice. Text-books for children have been modified to meet his thought, and that of others who have stood with him or have followed his educational theories and practice. There is scarcely a state in this union where he has not lectured and aroused people to consider more carefully and intelligently the marvelous possibilities in the training of children.

During these years he has changed in many respects his methods of work, although holding firmly to fundamental principles. His conception of education is expressed in these words, spoken by him last summer at the meeting of the National Educational Association at Detroit :

"We are marching along the endless pathway of unrealized possibilities of human growth. We believe that all that education has yet done, with its principles and methods, its reformers and its organization, is but a crude step toward that which must be. We believe that the inner development of the human soul in righteousness is the one purpose of education."

It must be left to a coming generation to perceive clearly

how great a work Colonel Parker has accomplished. We see some of the defects which are naturally allied to new movements. Time will sift the dross and leave the pure gold. He gave his life freely to the cause of elementary education. His own life unfolded to higher and better things. I recall that stanza which Mrs. Parker loved to repeat :

Build thee more stately mansions, O my soul,
As the swift seasons roll !
Leave thy low-vaulted past !
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea !

If Colonel Parker could speak now, I think he would say :
"Remember the words which I spake unto you while I was yet with you."

BY DR. JOHN DEWEY.¹

THIS is neither the time nor the place to attempt a review of the educational philosophy or the educational work of Colonel Parker. But our noble and single-minded friend obeyed above most men the scriptural injunction ; he loved and did with his whole mind and his whole soul. Hence it is as impossible to speak of his personality apart from his educational work as it is to speak of his educational work apart from his personality. He was fortunate in the complete identification of his whole being, his whole personality, with the work to which he devoted himself.

Thus there are three things in his educational work which come to me because they are characteristic of his personality, because they belong to the man. Colonel Parker was upon the program of the educational meeting which was held in the city last week, but was kept away by his sickness. The title of his speech was "Education into Citizenship." If there could have been anything more characteristic than this of Colonel Parker's attitude toward education, it was the sub-title : "Relating Especially to Dependent and Defective and Backward Children." His

¹ From stenographic report.

last address sums up the man, his recognition of the social element in education, of that which makes it a real force in community life; and the outgoing of his heart to all those who, being helpless, needed peculiarly tender care. Much as he did for education in the way of improving and reforming its methods of teaching and its administration, the essence of what he did was greater than any specific contribution; it was to inspire the teacher and the child in the schoolroom with his own affectionate and sympathetic personality. He renewed the old lesson as to the shortcomings of all instruction until it adds devotion and love to intellectuality: "The greatest of these is love." He was accustomed to say that the social spirit of the schoolroom does more for the child than the formal instruction given; that what the children learn from contact with one another and the teacher is more than what they learn from the text-book and the lecture. If this be true, then the atmosphere and spirit of the schoolroom must be that of freedom, of confidence, of mutual interest in a common life of work and play. He was accustomed to say that all the resources of the schoolroom should be centered upon the "bad" child—resources of helpfulness and sympathy. That was most needed in the schoolroom. That which to the pedant and formalist is a barrier was to him an appeal. What he did in breaking down the despotism, formalism and the rigidity of the old-fashioned school he did, not just because of abstract theory, but because he insisted that the love and faith, which are the tokens of the highest character everywhere, find a peculiarly appropriate place in the contact of the learned and the mature with the little and the feeble.

The second thing that comes to me in the connection of his personality with his educational work is that he believed there is absolutely nothing too good for the children. Many of you, doubtless, have heard him give a talk entitled "Nature and the Child," in which he gave a poetic and idealized sketch (which I supposed to be autobiographical, although he did not say so) of a boy on a farm and his contact with nature. On that farm he studied, without being aware of it, mineralogy, geography, geology, botany, and zoölogy, and came in contact with nature

in all her forms. He believed that what he did there himself in that undirected and casual way every child should be allowed to do, should be encouraged to do, through an educational system. Thus he did much for what is termed the enrichment of the elementary-school curriculum; not, again, just as an intellectual matter of putting in this and that study, but because he believed that whatever there is of value in the history of man and in the world of nature is the true birthright of every child born among us. To do anything by any method, by any system of administration which keeps the child from full and complete contact with these things, is a wrong against human nature and against the human spirit.

The third point in which his educational faith and his personality came together was his faith in the professional training of teachers, and in the science of education. I once heard him say that it was this thing that induced him to come out here. He gave up a position which, judged by a conventional standard, was one of superior dignity and importance. But in the position which he occupied he felt that he was getting away from the children. The more he had to do with such a position, the more also he realized that the future of education depends upon the training of the teacher. His belief in the unrealized possibilities of the art of teaching was sublime. It is an inspiration to all teachers everywhere—just as it has been to those who have come immediately under his personality. Just as he believed that there was nothing in the world of nature or art too good for the child, so he believed that there was nothing in the personality of another, no element of the human spirit, which should not be called forth in the art of educating, of developing the latent possibilities of the human soul. It was that moral goal, that moral ideal, the possibility of a fuller development, which inspired him in the work he did with teachers.

The great lesson that comes home to me from Colonel Parker's life, the great lesson that I feel that I ought to call especially to the attention of the younger people here present, is what it means really to attain success in life. Colonel Parker never temporized, he never used little expedencies or policies.

He never got lost in the smaller things of life; he kept his eyes steadily on the great things, and he fought onward with all the vigor of his personality for those things which are enduring, invisible, and worth while. He waged warfare against opposition; the opposition that came from those who could not get beyond the things they could see and touch, and who, consequently, had attached themselves to the mechanical and formal. The opposition was sometimes active and virulent; more often that of indifference and inertia—harder to face than the active sort. But he never wavered a moment; he never compromised; he never sacrificed the spirit to the letter. As a result, more than the usual measure of success came to him.

Twenty-five years ago, in Quincy, Massachusetts, the work he undertook was an object of derision, as well as of sympathy, all over the country. He was a pioneer, and to many he seemed a faddist, a fanatic. It was only twenty-five years ago; and yet the things for which he then stood are taken today almost as a matter of course, without debate, in all the best schools of this country. Afterward, in Chicago, he waged, against untoward influences, the battle of the professional training of teachers; he fought to keep away every political and personal influence that might in any way lower the standard of the school. Every year he had to wage the battle over again, and every year he simply made his appeal to the people, to the democracy, in which was his trust. His faith in human nature was rewarded. Every year forces rallied about him, and, working with him, won his battles against the combined ranks of political and personal enemies. He gave years of struggle to the elevation of the education of the child and of the teacher; and in his last years, with full poetic justice, with more than the recognition that comes to most pioneers and apostles in this world, his beneficent friend crowned his work with that generous gift which brought within sight—alas, not within grasp—a realization of his lifelong dreams. These things came to him not because he sought them, but because he sought the things which he considered permanently worthy and desirable. And with these other successes came to him the love and loyalty of

devoted and attached friends. He was fortunate above most in winning to himself the loyal assistance and unflinching confidence of others.

When a great life has passed away, we get a better perspective of the things that are really worth while; the smaller things, the temporary things, drop back where they belong; and the qualities that ennoble life—faith, courage, devotion to ideals, an end to fight for and to live for—stand out in their supreme significance. Our friend's physical presence has left us, but his spirit remains, reinforced and multiplied. It abides not only in this university community and in this city community, but it lives on in the heart and in the work of every teacher throughout this broad land who has been touched by a truer perception of the high ideal and calling of the teacher.

BY EMIL G. HIRSCH.¹

FETICHES are not always or exclusively cut into stone or carved into wood. Notions and conceits, prejudices, venerable on account of their age and errors, parading in the habiliments of truth, have had their altars at which as intent worship was paid them as ever was to stock and star by untutored savage. They who refuse to bend the knee before the idol built of hasty or false conclusions must expect to meet with ill-will. Walking their own and often lonely paths, they are judged by others as bent upon undermining the very foundations of the social structure. The penalty paid by the bold thinker has often been the forfeiture of his life. Socrates was accused of atheism, and was sentenced to drink the fatal cup, by idol-worshippers whose soul was too dull to comprehend that he whom they hounded into death had seen the face of the true God. Some pioneers had to mount the funeral pyre, while others expired on the cross, purchasing by their life the freedom denied them to think, to prophesy, to teach concerning the vital things. Idolatry works mischief in whatever field its shrines be erected. Politics, economics, and what not, have been under its baneful influences. The fumes rising from censers swung before the image often

¹ Revised from stenographic report.

intercept the rays from a clearer sky. They have kept men in darkness long after the sun has risen. The astrologer receded unwillingly before the astronomer. The alchemist would not welcome the chemist. They who searched for the elixir of life would not be hospitable to the botanist. Now, in no field of human endeavor is slavery to the fetich of routine and dogma more dangerous and harmful than in that of education. The pedant fears the advent of the pedagogue. He insists upon the right of his fetiches to receive tribute and to be revered. He denounces as impious the prophet who would destroy the temple of his Baal. Yet, for all his opposition, his deities are tottering to their doom. Elijah, declaring the true God, puts to confusion the howling dervishes.

Among the Elijahs, accused of troubling Israel while announcing the gathering of clouds bringing in their folds the refreshing rain of a new knowledge and a deeper wisdom, he, around whose bier we have assembled, will be numbered. If his end was more merciful than that of Bruno; if his disciples were not forced to hold last converse with him while the jailer prepared for him the draught of hemlock, he, like Socrates of old, like Galileo, escaped not in life the worry and anxiety, the mistrust and suspicions, that are the steady companions of the reformer who heralds a new revelation. In the rabbinical amplifications of Abraham's biography we are told that to him it fell with ax to destroy the idols of his fathers, when reasoning and reflection had impressed upon him that vain was their power and degrading their continued worship. So came to Colonel Parker the duty to splinter the idols that in undisturbed autocracy had exacted their tithes from blind devotees in the schools of this country. We, who have crossed the noon-line of our life, remember well that routine, mechanical reciting, deadening, soulless, devitalized memorizing, ruled in unquestioned regal state in the schoolroom when we were young. A mighty change has been wrought since we were forced to submit to this paralyzing torture of the primer and speller. Then the teacher was regarded as a machine, so constructed as to measure off, in accurately determined quantities, intellectual

electuaries which the pupil was to swallow. Education, so-called, consisted in transmitting, in well-regulated flow, from a large barrel containing information, to the memory of the child, the daily doses. And the pupil's part in this process was restricted to parroting, with prescribed sing-song, the text-book. History was a jungle of unconnected and bewildering dates and names. Stress was laid on ability to rattle off, at a given signal, forward or backward, as whim pleased, the catalogue of battles or of presidents. He who could mumble off the names without tripping, and at the highest speed, was crowned with distinction. Arithmetic was a series of tricks, never the application of general and well-comprehended principles to concrete instances. Imitation, not initiative, was the keyword to the educational creed. The eye and the ear were not called into play for the purpose of mastering the inconsistencies and intricacies of English orthography. That the historical development of our language had no place in the scheme goes without saying. But even the natural instruments at the disposal of every child were neglected. Spelling was a drudgery—another tax on the memory. Words jumbled together, for no other reason than that they were of the same number of syllables, were pumped into the mind of the hapless victim of the system. Interest was rigidly banished. Rough and ready utility was invoked to figleaf the nudity. Today air, sunshine, life, flood the schoolroom. Pupil and teacher alike have been freed from the house of bondage. Whose is the credit? It is his whose mortal remains will soon be consigned, by loving hands, to the grave. It was not an easy task to arouse men and women to a better understanding of the implications of education. The old way, just because it was rigidly mechanical, was the easiest way. It ran along the line of the least resistance. The daily program could without much thought and trouble be arranged. The standards of promotion from one grade to another could without difficulty be fixed. Teachers could be held inflexibly to finishing a certain amount of work. They could be rated successful or the reverse without much labor. Why, then, should this convenient scheme be replaced by another? Colonel Parker put the trumpet to his mouth and

declared to American educational idol-worshippers their transgression. Prophet he, he sounded the alarm in no uncertain notes. Bel and Dagon toppled over. The walls of Jericho crumbled before his blast. Routine had to give room to reason. Reception and transmission of knowledge were relegated to the rear. In their stead America learned to put emphasis on thought, on observation, on objects. Books were made subsidiary. The manual was almost branded an intolerable intruder. The appeal of the teacher went out to the creative energy of the pupil's soul. Learning was discovered to be, in very truth, construction and combination, not repetition and imitation.

And another Moloch, to which children had been offered, was destroyed. The old routine had invited the spirit of rivalry to an important function. Competition was encouraged and stimulated. School work was twisted into an end lying beyond. Prizes, marks, honors, were deemed incentives and ultimate objective points. Unholy passions were aroused and played upon. Envy, jealousy, opening the door to dishonesty and favoritism, followed in the wake of the competitive zeal. Another Ruskin, our departed friend saw the pernicious influence of the plan. He understood the injustice inseparably connected with its much-lauded philosophy. That it resulted in injustice to the honest pupils he could not conceal from himself. Who won the distinctions? Not the conscientious boy; but he that nature had most lavishly gifted. Medals and the best marks fell to him who, richly remembered at birth, could without pain absorb what fragment of knowledge constituted the test, and easily rattle off or write down the answer to the decisive question. But the painstaking boy of nervous organization, the timid lad, or he of less quick reaction who had to work hard to master the problem, or, rather, to remember the trick shown to lead to the solution, because of slower temper and of more limited capacity, was not rewarded. Effort counted for nothing. Results only were considered. Colonel Parker could not compromise with such fundamental immorality. Co-operation, not competition; altruism, not selfishness, he held to be the sacramental terms of consecrated pedagogy.

Justice he would have reign wherever teachers and pupils met. What to him that the world also follows the haphazard plan of distributing its prizes not in accordance with merit but with results? The school for him had all the more urgently the duty to construe its world on ideal lines. Merit, not result; effort, not attainment, was his polestar.

Again, because he had so high a conception of the function of education, he was among the first to preach in this country a gospel long before heard and accepted in other lands. He insisted that teaching was noble enough, was exhausting and encompassing enough, to be a profession, meant to fill out the life of him who would embrace it. It is not so long ago that teaching was regarded as a sort of stepping-stone to something ulterior and more profitable. The schoolroom was looked upon as a convenient wayside station where one might get off and while away one's time, "hearing lessons," before an express train came along to rush one on to the ultimate destination. Teachers were almost Micawbers, "waiting for something to turn up." In consequence, everybody that was equipped with a moderate amount of information, disjointed and inaccurate though it was, was thought fit to be a teacher. To teaching turned those that had not yet made up their mind what to become, those that had no mind to decide in what field their vocation lay, as well as the thousand and one that had suffered shipwreck on the ocean of life, the sad "misfits" that had been found incompetent in other pursuits. That the teacher's dignity suffered as much as did the school under this hallucination is plain. Acknowledgment of the social service the teacher renders, and adequate compensation therefor, was not meted out to the small, noble fraternity of true and devoted pedagogues that even at that time here and there had made their work tell under these most trying circumstances. But the teacher's profession finally won recognition, and then largely through the persistent efforts of Francis W. Parker. His normal school sounded the death-knell to the ridiculous pretension that everybody that chose to be could be a teacher. It emphasized the truth that knowledge is the least part of the teacher's qualifications. Teaching is both a science

and an art. Few are they who can wear the miter of its priesthood. And they that minister in the temple of elementary or other education must pass many years in self-searching preparation before they can be admitted to the diaconate and the higher orders.

The old assumption that teaching was a convenient refuge for the waifs of fortune, and waiters for larger opportunities, played into the hands of politicians. Appointments and emoluments in the schools were welcome crumbs for ward-heelers and committeemen to wrangle over. The whole administration of the public schools was, as a rule, in the hands of men with political ambitions or political influence, the parasites of our free institutions. Men were named or elected to serve on boards of education not because they had shown particular fitness for or understanding of the responsibility of the post. They had to be rewarded for contributions to the campaign fund, or cajoled into good humor by the appointment or nomination, lest they might at another election not be as liberal or as active. Men were empowered to decide on pedagogical methods that had shown eminent skill in organizing primaries or bringing out the "boys." Such conditions Parker had to face when he first came among us. And almost every year the fight had to be renewed against Amalek. We had to come to his aid every twelvemonth and, like Hur and Aaron in the biblical story, support the arms of this our Moses, until the Amalekites were defeated. We felt that this support on our part was not for his sake. The world was open to him. But we could not spare him. Cook county had to be spared the shame to have him leave his normal school because petty politicians and malicious meddlers with a "pull" in high quarters would not give his genius the liberty to be true to itself. They said that his pupils were not proficient in the three R's. Someone discovered that their spelling was not above reproach. They labeled him faddist. They talked long about the taxpayer's rights. They would not appropriate funds for luxuries and fanciful notions. So ran the threadbare argument to cover the hunger of the politician for influence and patronage which the Colonel had never stooped and would never

stoop to pander to. Faddist indeed! he, the great pedagogue. He had, indeed, not stitched to the worn rag of mechanical routine a few patches of newer color. His was not a crazy-quilt of all sorts of curious novelties. A faddist is he who, to quote Isaiah, adds "*Saw lesaw, kaw lekaw ; zeir sham, zeir sham*": "Precept upon precept, law upon law; a little here, a little there." Not such was Parker's method. In his scheme there is organic unity, there is interdependence, there is correlation. From the kindergarten to the highest and last rung of the ladder, one step follows from the preceding. No part may be missed; for every part has its place in the economy of the whole. If this be faddism, may God grant us more of it.

The ultimate goal of his educational purpose was to emancipate the child and the teacher both. He was a host in our fight against pernicious politics in the administration of the schools. But still more vital was his combat for the freedom of the child, his right to be himself, and to learn to know himself. What is the highest in man? Personality. In the personal lies power. Through personality principles become effective. None of the teachings of Jesus, perhaps, was new. But in him principles and precepts known before assumed the vital force of a personal life. The word became flesh. Education is exploration. It would lead the child to discover himself. Every human individual is intended for service. What that service is for which this particular child is called, the school must have a concern to find out. This is the gist of the philosophy of the new education. Hence the school shall be not a preparation for society, but be society. The social aspects of life are in the foreground of its interests. Altruism, co-ordination, interdependence of the component factors and forces—these, the moralities and the humanities, for very sooth, are the focal solitudes of the school. But to awaken personality, the teacher himself must be a personality. Goethe says somewhere that if the eye were not of solar affinity it could not respond to the sun. So, if the teacher is not a beautiful personality, he cannot hope to awaken it in others. Parker's was this, the supreme gift of the teacher.

Thus armored in the consciousness and consecration of his mission, our departed friend could well scorn derision and be indifferent to the whirlwind of opposition. A soldier he when his country called, a soldier was he when the school was in danger. He would not forsake the flag of his beloved nation when it was assailed. He would not lower his flag before the less brave enemies of the emancipated and redeemed school.

To him was appointed the disappointment that, in God's providence, appears to be the pathos of the life of all true leaders. Moses does not enter the promised land. From afar he may behold its entrancing beauty ; but another must lead the host across the dividing river. Another Moses, Parker, from the heights of Pisgah beheld the land of his larger hope and richer harvest. A few months ago he turned the first shovel of sod in the plot where soon will rise the buildings of the school for the coming of which he had struggled and waited these long years of circumscribed activity. That vision of the laughing plains and towering mountain ranges, of the Jordan and the Lebanon, the Carmel and the Sharon of his educational Palestine, will take on real form. It will be his monument *aere perennius*. More loudly even than the walls of the stately group of halls soon to be reared, will proclaim his fame and the gratitude of his disciples the spirit of the activities which will find a home under the roofs of this University. He will be honored by every teacher throughout this broad land. He was the emancipator of the profession. Every American school child will have cause to bless his memory. The young will bring, every day, flowers to his grave. Yea, of him we may say, in the words of the Psalm, "*Mipi Yonkim weollalim yisadta oz*": "Out of the mouth of children and babes Thou hast well established strength and victory." Enter into peace, thou, prophet and priest, pioneer and pathfinder, exemplar and emancipator!